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Reading Motivation: The Effect of Read Alouds on Children's Motivation to Read

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Abstract

The purpose of this Capstone project was to determine how reading aloud to primary-aged students influenced their motivation to read. Research was completed in the form of action research involving reading aloud to five intact classrooms of students in first and second grade and student participation in a follow up activity related to the book. The subjects of this case study were 105 first and second grade students in a Midwestern town, all of whom participated in the read alouds and activities in the Library Media Center. All students completed a pre- and post-survey about their motivation to read and a group of 20 students were interviewed in more depth. Throughout the study, in-class observational data was collected as well. From this data, the results of this study suggest that primary-aged students' reading motivation was positively influenced after the five month case study period.

Chapter One

Introduction

The purpose of this project was to explore how reading aloud to primary school children influences their motivation to read. The project explored the connection between reading aloud that the library media specialist does, including follow up activities, and the effect it had on children's motivation to read. Primary-age children are at a time in their lives where they are learning to read and it is important to foster that love of reading. A library media specialist, such as myself, does everything within their power to help children love to read and love books. Much of a library media specialist's time spent with first and second grade students includes reading aloud to them. This project explored if the time spent reading books aloud to primary age children has an effect on their reading motivation, and therefore is worth the time spent doing so.

Action research was conducted using my own library program in one of the elementary schools I service. I worked with the first and second grades, which total 113 students in five intact classroom situations. Over a period of five months, January 2013 to May 2013, I met with each classroom weekly for one thirty minute session to do a read aloud and associated follow up activity. Read alouds were chosen by me, the library media specialist, and covered a variety of subjects. The books chosen were both fiction and non-fiction. Follow up activities may have included a craft, writing prompt, role playing, or any other number of things. The reading and activities conducted by me took place in the Library Media Center. During this same time period, students also received regular reading instruction in their classrooms. While each classroom teacher had a chapter book read aloud during a break portion of the day, direct reading instruction may or may not have included reading aloud to their classrooms.

Prior to the read aloud class lessons, a pre-survey was taken by students in each classroom on their reading attitudes. 105 students completed both the pre- and post-surveys and were included in this study. Reading attitude is measured by looking at how a student appraises themselves in relation to their reading skills and feelings about reading. Reading motivation can be measured through the value a reader places on reading. After considering both the Motivation to Read Profile (MRP) developed by Gambrell, Codling, and Mazzoni (1996) and the Garfield Attitude Survey developed by McKenna and Kear (1990), I chose to use the MRP as the tool with which to survey. The MRP consists of both multiple choice questions and interview questions suitable to first and second grade learners. The multiple choice section of the MRP was given to all students and to gain further insight into the reading motivation of primary children, I selected a few children from each classroom with whom to conduct the interview portion. Near the end of the five month period, I interviewed that same subset of children again to find any changes in their reading motivation. After the five months of read alouds and follow up activities, I conducted a post-survey using the MRP survey instrument to gauge any change in the students' motivation to read and reading attitude. After the research was completed, all of the survey and interview results were compiled and analyzed. In comparing the pre- and post-survey data, I hoped to find that children are more motivated to read, after having been read to.

I chose this topic because it is something that I do in my profession but I was not certain how much reading aloud to children enhances their own motivation to want to read. In 1985, the U.S. Department of Education Commission on Reading committee published a study called *Becoming a Nation of Readers.* In that study, they stated, "the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children" (as

cited in Feldt, 2010). Both before and after that study, other researchers have been investigating the benefits of reading aloud to children.

Motivation is another hot topic that has been researched by many. Motivation is what causes a person to do something. Researchers are very interested in the topic of motivation as it relates to many things. For this project, motivation was studied in relation to reading and what makes a child want to read for themselves. Perhaps it is the storytelling factor, in which a child is able to hear the story being read aloud by an adult who does not stumble over words so they are able to enjoy the story without having to stop and decode for themselves. Or perhaps it is the enjoyment an adult models and conveys through reading aloud that makes a child want to be able to read that way as well.

This project looked into how the library media specialist fits within the role of motivating primary children to want to read and be readers. Implementing this case study was extremely beneficial to my understanding of ways to teach my students and help them become motivated to be readers. The more you read, the better you are at reading and the more you enjoy it. Much of the literature I read discussed the positive outcomes of reading aloud to children. This study is an important topic in the education field today because reading is the foundation of learning.

Chapter Two

Review of Literature

Reading stories aloud to elementary age students is something that is intertwined in an elementary library media specialists' job. Read alouds are part of library skills classes, book check out, library promotions and more. Often times, read alouds are followed by activities related to the book. For the purpose of this review, read alouds are described as the:

> planned oral reading of a book or print excerpt, usually related to a theme or topic of study. The read aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. A read aloud can be used to model the use of reading strategies that aid in comprehension. (Saul, retrieved 2011).

The 1996 report of the National Assessment of Educational Progress indicated that 40 percent of fourth graders, 30 percent of eighth graders, and *25* percent of twelfth graders were reading below a basic reading level. This is a significant amount of American children who are not performing well in the area of reading. Perhaps reading aloud to children may make them more motivated to pick up a book on their own to read which can improve comprehension skills.

This chapter includes a review of literature on motivation to read and reading aloud. Various articles, books, and research literature are reviewed and referenced as a means to discuss what benefits reading aloud provide and what motivates elementary age children to read. The research available that relates to the question of whether or not reading aloud followed by related activities affects student motivation falls into two categories: research on reading aloud and research on student motivation to read. Research on reading aloud to students has been studied for many decades by many educational researchers. A student's motivation to read has also been

studied in many ways and related to many programs. This chapter also includes a brief historical view of the theory of motivation itself.

Theories of Motivation

Motivation can be generally defined as the process that begins, guides, and maintains goal-oriented behaviors. Motivation is what causes a person to do something. If a person is hungry, they will find something to eat. If a person wants a new possession, they are motivated to go to work to earn the money to buy that new item. There are many factors that influence motivation including, but not limited to, the initial desire for something, the persistence to get it, and the continued action of pursuing the goal. Most current motivation theorists conceive of motivation as a multifaceted set of goals and beliefs that guide behavior (Guthrie & Wigfield, 1999).

Several experimental motivation psychologists dedicated their lives to "identifying the determinants of action and specifying their mathematical and/or sequential (temporal) relations" (Weiner, 2010), or in simpler terms: discovering the equation that equals motivation. Weiner explains several theories on motivation. One of these was drive theory developed by Clark Hull and Kenneth Spence. Drive theory indicates that behavior is determined by Drive x Habitat, as well as a variety of other factors such as incentives. This means that people are motivated essentially by what their needs are multiplied by the space around them and its abilities to help them get what they need. A second theory explained by Weiner was linked to John W. Atkinson, Edward Tolman, and Julian Rotter. That theory was Expectancy x Value and is referred to as the expectancy/value theory. Atkinson, working in the 1950's, took it one step further and added the element of motive. His equation for motivation was therefore Motive x Expectancy x Value. This meant a person was motivated by their need for achievement multiplied by the likelihood

that they were going to get it, further multiplied by the value that object holds to the person desiring it.

Through his own research of testing expectancy/value theory, Weiner (2010) states, "Most encouraging concerning the applicability of the theory is that changes in casual beliefs alter achievement-related performance." This can become particularly important in the arena of children's motivation. Children receive many different experiences at home before they begin school. Some children have parents who are very encouraging, thus building the child's sense of competence and confidence in themselves. Other children have parents who are condescending or overly critical, thus damaging or weakening the child's sense of competence and confidence. When children begin school, two important things happen according to Wigfield, Tonks, & Klauda (2009):

> First, they are evaluated more systematically, formally, and frequently than they are at
> home, and these evaluations become more prevalent and important as children go through
> school. Receiving clear evaluations in different areas helps children develop distinct ideas
> about their competencies in these areas, and also to have a better understanding of their
> strengths and weaknesses in each area… Second, once they begin school children engage
> more systematically in social comparison with others as a way to judge their own abilities
> (Ruble, 1983, as cited in Wigfield et al., 2009, p. 61). Being placed in a classroom with a
> group of same-age peers makes such comparisons easy to do, and they can alter the sense
> of competence children have based on their own mastery experience in important ways.
> (p. 61-62)

These two factors are determinate in how children develop beliefs of different competence areas. Children must also develop task values to discover how much meaning a task has for them.

Many of the same factors of developing competence areas are used to develop task values.

Children will compare themselves to other children, take into account cultural norms and

expectancies, and value what teachers or other adults in their lives find important (Wigfield et al.,

2009). Wigfield (2009) ascertains that the components of task value are not clearly differentiated

until middle childhood. In early childhood, interest in different activities will be what a child

uses as task value. As that same child enters middle childhood and adolescence, he will begin to

develop usefulness traits of an activity and importance will become more defined in relation to

an individual's sense of self. "As a child more clearly understands who she is and which kinds of

activities relate to that emerging sense of self, the importance component of task value will

become more clearly defined, and children will have a clearer sense of the importance of

different task and activities to them" (Wigfield et al., 2009).

Motivation to Read

There are studies correlating the relationship between motivation and a variety of

different subject areas. For example, Gottfried defines academic motivation as "enjoyment of

school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and

the learning of challenging, difficult, and novel tasks" (1990, p. 525). To further this idea, the

available research on motivation to read has been conducted in many ways. Guthrie & Wigfield

(1999) define reading motivation as "the individual's goals and beliefs with regard to reading.

Reading motivation then influences the individual's activities, interactions, and learning with

text" (p. 199). Overall, the research indicates that motivation to read serves the student better

when it is of intrinsic value, as opposed to extrinsic value. When a student reads because they

want to, they are much more engaged in the process.

Those working in the field of motivation argue that its importance as an educational outcome stems from its relationship to achievement and performance in a variety of domains (Lai, 2011). Researchers argue that encouraging motivation in children is critical because it predicts motivation later in life (Gottfried, 1990). Gottfried (1990) found that academic intrinsic motivation at ages seven and eight predicts subsequent motivation, even after controlling for IQ, achievement, and socioeconomic status. Further, the stability of this relationship increases from ages eight to nine. Thus, highly motivated seven- and eight-year-olds tend to grow into highly motivated nine-year-olds.

In researching the specifics of motivation to read, Wigfield & Guthrie (1997) devised eleven different dimensions of reading motivation. These areas are reading efficacy, challenge, work avoidance, curiosity, involvement, importance, recognition, grades, competition, social, and compliance. From these eleven dimensions of reading, the Motivation to Read Questionnaire was developed by Wigfield & Guthrie. The MRQ was designed to assess the eleven dimensions of reading motivation by collecting data through the answering of 54 questionnaire items.

In the research article titled "From spark to fire: Can situational reading interest lead to long-term reading motivation?", Guthrie et al. (2006) conducted a study which looked at the process of change in a student's motivation to read. The MRQ was used as the survey instrument. 120 third grade students at two schools were used in the study. Students in the study were using Concept-Oriented Reading Instruction (CORI) in their classrooms. This is a program that merges reading strategy instruction and motivational practices to increase student's intrinsic motivation. Students were provided reading materials in the classroom that went along with the curriculum they were studying. Children completed a reading log which assessed their interest

in the books they read, along with their reasons for completing the readings. Over the course of

their study, children's responses in their reading logs indicated that intrinsic reasons, such as

being able to choose the book and it addressed something they were interested in were why they

enjoyed a particular book. Extrinsic reasons such as getting the best grade or making the teacher

happy were checked much less often in the second administration of the survey.

Guthrie et al.'s research (2006) contained both quantitative and qualitative analysis of the

change in children's reading motivation, as an abbreviated version of the Motivation to Read

Questionnaire was used to collect student data. The results of the survey indicated that the

situational motivation of being in the CORI classroom provided the students with the knowledge

of what sorts of books to choose, but also changed their attitudes in relation to intrinsic versus

extrinsic motivators. This is important because:

> situational motivation by definition is transitory… however, general intrinsic motivation
>
> predicts wide reading and reading achievement. Students with highly developed intrinsic
>
> motivation for reading report high levels of curiosity to read, involvement in a range of
>
> reading activities, preference for challenging materials, and extended amounts of time in
>
> reading activities. (p.108)

Beyond the MRQ survey, Gambrell, Palmer, Codling, and Mazzoni (1996) developed a

way to assess "reading motivation by evaluating students' self-concept as readers and the value

they place on reading". The Motivation to Read Profile (MRP) was adapted from the MRQ

discussed earlier in this chapter with the intent that it would be used with elementary students. It

"provides both quantitative and qualitative information by combining the use of a survey

instrument and an individual interview." The survey retained the original focus on the

motivational constructs of self concept and task value. Students who take the MRP begin by

filling out a twenty question multiple choice survey with questions that relate to themselves as readers. An example is the question, "When I read out loud I am a _____." The answer choices are poor reader, OK reader, good reader or very good reader. The second portion of the MRP is a conversational interview between the teacher and the student. The teacher asks probing questions such as "Tell me the most interesting story or book you have read this week" and "How do you think you have to learn to be a better reader?" By combining the answers to both portions of the MRP, the teacher can gain a clear understanding of his or her students and plan teaching activities that support reading development in the classroom. It is important to note that this is a self-reporting tool so it may be skewed to a child's thinking and all surveys may not follow the same curve.

A study by Applegate and Applegate (2010) used the MRP scale in determining the effects of "thoughtful literacy" and reading motivation. They were looking to investigate the relationship between the inclination to respond thoughtfully to literature and the motivation to read. In their study they also looked at the differences in reading motivation between genders and then genders and thoughtful responses to literature. Over 440 students from grade 2 through grade 6 were participants in the study. Through the study, they found a clear connection between the inclination to respond thoughtfully to text and its positive effect on student's motivation to read. Furthermore, the results showed that females were significantly more motivated to read overall and gave a higher value to reading but they were not significantly different from males in their self-efficacy as a reader. Applegate and Applegate take time to mention that the "study has not established that the inclination to respond thoughtfully to text will have an effect on motivation, but only that the two factors appear to be related" (p. 230).

Being motivated to read comes in many forms. A student may be motivated to read overall, motivated to read only non-fiction titles, or motivated to get through a particular book series for instance. According to the results of a study done by Koskinen, there are four aspects of literacy learning that emerged as important motivational factors: prior experiences with books, social interactions about books, book access, and book choice. The qualitative data collected from this study consistently indicated that "children place a high priority on reading books they hear about from others" (1994, p. 177).

There are numerous ways of motivating children to read, not all of which can possibly be mentioned here. Researchers have identified many factors involving self-efficacy which are important to reading motivation. Students' self concepts and the value they place on reading are critical to their success (Gambrell et al., 1996; Wigfield et al., 2009). Teachers fostering positive self concept in students will further student motivation to read. Acknowledging and encouraging self choice, providing book collections that span an adequate variety of topics, and using rewards programs are all widely touted ways to increase reading motivation (Gambrell & Marinak, 2009). Another reading motivation factor is so simple, it is almost easily forgotten. "Reading books you want to read motivates you to read more" (Cunningham, 2005). Guthrie et al.'s study resulted in 79% of students indicating that personal interest was the number one reason for reading more books (2006, p. 101). Also students sharing what they are reading can be a great motivator, particularly if the person they are sharing with can truly be happy for the reader and the choices they are making. One of the most researched factors in motivation to read, however, is reading aloud to children. "Read-aloud is the single best advertisement for reading" (Trelease, 2007, p. 39).

Reading Aloud

In the words of Mem Fox, "If every parent understood the huge educational benefits and intense happiness brought about by reading aloud to their children, and if every parent – and every adult caring for a child – read aloud a minimum of three stories a day to the children in their lives, we could probably wipe out illiteracy within one generation" (2008, p. 12). Reading aloud to a child has importance throughout the many stages of child development. Beginning with infancy, reading aloud to a child will help brain development and speaking skills. Children who are read to very early on and regularly quickly acquire the skill of listening and the desire to hear stories. They understand the immense pleasures waiting for them in books and develop the ability to concentrate and relax (Fox, 2008). Throughout the physical changes of moving from childhood to adolescence, children are experiencing mental changes related to cognitive and academic development. Young people are developing attitudes and beliefs about reading that can be positively encouraged through the act of reading aloud. Reading aloud is no longer considered the domain of just elementary students. Instead it is a desirable activity for older more independent readers as well (Anderson et al, 1985; Lesesne, 2006).

According to Trelease (2007), there are two basic "reading facts of life": first, human beings are pleasure centered; second, reading is an accrued skill. Continued reading aloud throughout the ages will associate reading with warm, pleasant feelings (Fox, 2008; Koralek, 2003; Trelease, 2007). Human beings will voluntarily do over and over that which brings them pleasure. Every time we read to a child, a pleasure message is sent to the brain, conditioning the child to associate books with pleasure (Trelease, 2007). The second reading fact of life pertains to the idea that to get better at something, you must do it often. The more you read, the better

you get at it. Trelease goes on to cite many studies in which the more a country's students read, the higher it's reading achievement levels are.

Reading Aloud to Elementary Children

There is much in the way of research focused specifically on reading aloud to children. In 1985, the U.S. Department of Education Commission on Reading committee published a study called *Becoming a Nation of Readers.* In that study, they stated, "the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children" (p. 23). Both before and since that study, other researchers have been investigating the benefits of reading aloud to children. Reading is the foundation of many skills in life. To be able to read a map, perform an experiment, or pay a bill, a person must be able to read. How then, can reading aloud help elementary children learn to read?

One way reading aloud to children benefits them is that it provides a model of fluent reading. "Children can *hear* and *understand* stories that are more complicated and more interesting than anything they could read on their own" (Trelease, 2007, p.37). A child may be reading on grade level, but their listening skills are at a much higher level. Children are able to listen to a much more complicated story than they could ever read themselves. Reading aloud makes complex ideas more accessible and exposes students to vocabulary and language patterns not normally heard in daily conversation (Koralek, 2003; McQuillan, 2009). Teachers are able to model reading and comprehension strategies during the read aloud so that children are able to follow the teacher's train of thought. These actions during the read aloud help children become better analysts of the text they are reading or hearing. Students can see why the teacher was using a particular strategy and can put it to use when they are reading on their own at a later time.

Through listening to their teacher read, students are witnessing a model of fluent, independent

reading (McQuillan, 2009).

Not only do children acquire language and literacy skills, but they also experience

vocabulary growth, knowledge of handling books, and many other skills (Snow, 1983, as cited in

Isbell et al., 2004, p. 158). Children who are frequently exposed to reading aloud are more likely

to use complex sentences, have increased literal and inferential comprehension skills, gain

greater story concept development, increase letter and symbol recognition, and develop positive

attitudes about reading (Silvern, 1985, as cited in Isbell et al., 2004, p. 158). The U.S.

Department of Education's 1999 Early Childhood Longitudinal Study found that children who

were read to at least three times a week had a significantly greater phonemic awareness when

they entered kindergarten than did children who were read to less often, and that they were

almost twice as likely to score in the top 25 percent in reading (as cited in Trelease, 2007).

Reading aloud also provides conversation through books. Children are able to interact

with adults in meaningful conversations about topics that interest them (Beck & McKeown, 2001;

Fox, 2008; Koralek, 2003; Trelease, 2007). This talking supports the development of reading and

writing skills. Conversations happening during read alouds should go beyond general yes or no

questions. Teachers should provide opportunities for discussions that encourage personal

responses and making connections between the student and the read aloud text (Hoffman, Roser,

& Battle, 1993; Beck & McKeown, 2001). Beck & McKeown (2001) developed a program

called Text Talk which addresses this concept of talking about reading. Text Talk is an approach

to read alouds that is designed to enhance young children's ability to construct meaning from

decontextualized language. The focus of the Text Talk approach is on kindergarten and first

grade students. Text Talk interactions are based on open questions that the teacher poses during

reading that ask children to consider the ideas in the story and to talk about them as the story moves along. One special adaptation within Text Talk is that the pictures are generally shown to students after the reading and conversation has already happened. This is because children tend to rely heavily on pictures for information gathering, when they should be relying on the information given in the text, as illustrations do not always catch the full meaning of the written word. Having children respond to the text first allows time for children to think about what they have heard and the facts it gives them or the connections they can make. Three main benefits of the Text Talk approach are building comprehension, eliciting greater language production, and vocabulary expansion (Beck & McKeown, 2001).

In a 1999 formative experiment done by Susan Neuman, the impact of early access to books was studied. Neuman flooded over 330 child care centers with high quality children's books and provided training called Books Aloud for the caregivers there. She followed the children's reading progress over an eight month period. After the post-test she conducted a series of ANOVA tests that determined the differences between the treatment and control groups to be statistically significant in four of the six measures related to read alouds. "Books Aloud children showed greater gains than the control group in concepts of print, letter name knowledge, concepts of writing, and concepts of narrative" (p. 16). Neuman continued to follow these children into Kindergarten. Another assessment was given to determine children's growth in reading and language skills. On every measure, the Books Aloud group outperformed the control group. Neuman summarizes that:

> regular book reading influenced not just one but many skills related to reading success.
>
> Through engagement in storybook reading, children learned more about written forms,

about how the abstract symbolization worked, about how stories are told and retold, and

even about letters apart from their context. (1999, p.19)

The combination of access to books and having the books read aloud to them, afforded the

children more growth in reading success. Book access is an important point mentioned in many

readings about building reading skills in children. Fox (2008), for example, suggests keeping a

book nearby at all times – a book in the car, in the backpack, at the dentist, at the park, in an

airplane, anywhere!

Another benefit of reading aloud to students is that it introduces them to new things.

When teachers are choosing what to read to their class, over 80% of teachers will choose

something that is related to the theme or topic they are currently teaching (Lacedonia, 1999).

This gives students added exposure to topics they are learning about in the classroom but perhaps

in another context. For instance, if children are learning about Antarctica in the science

curriculum, a teacher may choose to read them a non-fiction text about penguins during read

aloud. A student may latch on to that topic and begin reading on their own to discover as much

as they can about penguins. Another student may choose to look for fiction stories about

penguins the next time they visit their school library. By being exposed to a variety of texts,

students learn that reading has a practical purpose as well as an enjoyable one (McQuillan, 2009).

Selecting a variety of texts allows students to explore interrelationships between books, to

discover patterns, to think more deeply about a subject, and to respond more fully to text

(Hoffman et al., 1993).

Teachers also introduce new genres to students when they read aloud in the classroom or

library. In a study done by Koskinen, over 25% of students indicated that they had chosen a

book because a teacher had told them about it (1994, p. 177). A student may never have heard a

mystery story until a teacher reads one out loud to their class. A student may become intrigued by poetry after hearing the humorous works of Shel Silverstein, when they had previously thought poetry could only be serious or romantic. In several studies, children have indicated that they often choose to read a book independently because it is something that a teacher has read aloud to them in the past (Guthrie et al., 2006).

The pure excitement of reading can be conveyed by doing read aloud with groups of children. As Lacedonia (1999) says, "During read-aloud, we share the excitement, the suspense, the emotion, and the sheer fun of a new book and its intriguing or annoying characters." A student who is a struggling reader is often focusing entirely on reading the words on the page and is not able to comprehend the story as they are reading along. When they are listening to someone else read they are allowed to focus on what is happening in the story, rather than the words they are trying to form out of the letters on the page. They are better able to laugh along with the jokes, find the missing clue in a story, hear the rhythm of poem, and/or simply enjoy the story. Trelease (2007) likens it to a television commercial. The read aloud shows students the pleasures of reading and gets them interested.

Summary

Research findings related to motivation show that as students grow, their motivation grows as well. As a young child, their interests are what drive them. As they begin elementary school, they are introduced to an environment where what other children like to do also influences their likes and dislikes, therefore influencing their motivation to do things. Furthermore, as children grow in the later elementary years, they are also developing a sense of self, which allows them to make decisions about themselves and what kind of activities are best for them. The primary age of first and second grade is an important time to develop a positive

attitude toward reading. As their self concept grows, so does the value they place on reading. If children as shown in the primary grades that reading is a fun and enjoyable thing to do, their motivation to do so will be greatly improved.

The research findings related to reading aloud indicate that reading aloud is a positive experience for children. The more reading aloud a student hears, the greater their reading and comprehension skills will become. They will also broaden their personal book selection and typically will choose something that another person (teacher, friend, etc.) has talked about with them. Activities that are done after a read aloud also benefit students. When a student can attach a hands-on experience to a text that was read to them, they internalize more of the information they were given. If a student can also pretend to be a flower coming out of its seed in the spring, they will remember the life cycle of a plant more clearly than if they were simply presented with that information.

A conclusion that can be drawn after reading the research on both reading aloud and reading motivation is that reading aloud contributes to increased reading motivation. Almost every reading motivation research article mentioned above included a reference to the importance of reading aloud to students. The Applegate study (2010) in particular indicates that teaching and encouraging children to think deeply about what they are reading is related to higher levels of reading motivation in elementary students. Teachers, library media specialists, and administrators should all be cognizant of this connection and use reading aloud as a strategy to increase reading motivation in students.

This project was constructed to investigate the relationship between reading aloud and the increase it may cause in primary age students motivation to read. The specifics of the project may be found in chapter three of this report.

Chapter Three

Project Description

The purpose of my action research project was to study the relationship between reading aloud to primary age elementary children and their motivation to read. A variety of data was collected and compared throughout the duration of the action research to show the effect reading aloud has on primary age children's motivation to read. I used surveys and kept an observation journal in order to document my findings of the study.

Participants

The participants in this study were 113 first and second grade students from five intact classroom situations. These 113 students attend an elementary school in a small town in Wisconsin. 105 first and second grade students completed both the pre- and post-surveys and were included in this research. The school houses 382 students total, in grades pre-kindergarten through fourth. The larger School District is composed of approximately 2400 students. The primary race in this community is Caucasian, with the largest minority group being Hispanic, at about 7 percent for the District. There is less than one percent each of Native American, Asian, and Black students. Approximately 25 percent of the School District is eligible for free and reduced lunch services and about 13 percent of students have special needs, with the largest category being specific learning disabilities. The study was conducted in the school's Library Media Center from January 2013 to May 2013.

Procedures

This action research study was conducted over a period of five months. Beginning in January, all 105 participants were administered a Motivation to Read Profile (MRP) survey. This survey, as mentioned in chapter two, was developed by Gambrell et al. (1996) and was

adapted from the Motivation to Read Questionnaire developed by Wigfield and Guthrie (1997). The MRP was chosen because of its two-part assessment, which both "quantitatively and qualitatively assess[es] reading motivation by evaluating students' self-concept as readers and the value they place on reading" (Gambrell et al., 1996). It is also a public-domain instrument available for use. The January MRP created the baseline data against which the final post-survey will be compared. The MRP assesses students reading attitudes and their reading motivation at the beginning of the research study. The MRP consists of two segments: the Reading Survey and the Conversational Interview. All 105 participants were administered the Reading Survey portion. To gain further insight into the reading motivation of primary age children, 20 students were chosen to be further interviewed using the Conversational Interview portion of the MRP. The 20 students were chosen from a range of reading ability levels. Classroom teachers shared Rigby reading levels, from which two students in the mid-low and two students in the mid-high grade level reading range were selected from each classroom. All students were surveyed and interviewed in the Library Media Center. The MRP can be found in Appendix A.

The participants came to the Library Media Center with their intact classrooms once per week for one thirty minute session to hear a read aloud book and participate in a follow up activity related to the read aloud book. Read alouds were chosen by the library media specialist for their high quality literature characteristics and/or their curricular tie-ins. The five classroom teachers of the participants did not chose or suggest books for the study. The books read sometimes linked to classroom instruction but was this was not always the case. The books chosen were a variety of fiction and non-fiction. Follow up activities included a number of things, such as a craft, writing prompt, role playing, and more. These activities were included in the half hour time slot to engage students in the story. By providing an extension of the story,

children were able to immerse themselves in the story by becoming part of it or by using a portion of the story to create a craft, poem, etc. While the book was selected by the library media specialist, often there was a variety of activities offered after the story. In some cases, students were able to choose what follow up activity they would like to complete. In others, all students completed the same project but were able to put their own spin on it to make it their own. In no case were students expected to create a cookie cutter project identical to all other children in the room.

Throughout the duration of the research study, a journal was kept by the library media specialist. This journal was used to record observations of students during the read aloud session. The journal focused on student attitudes, anecdotes, and participation levels.

After the conclusion of the read aloud times, during the middle of May, the full set of participants was again surveyed using the MRP Reading Survey. The same group of 20 students was again interviewed with the Conversational Interview piece of the MRP to gather more qualitative data. Both qualitative and quantitative data were gained from the MRP.

Instrumentation

The research study created several types of data to analyze, including MRP Reading Surveys and the Conversational Interviews with students, as well as anecdotal journals. The Reading Survey consists of 20 items and uses a Likert response scale. Ten items in the survey assess self-concept as a reader and 10 items assess the perception of the value of reading. Each question has four answer options. The most desirable answer has a value of four, while the least desirable answer has a value of one. The administration of the Reading Survey took 15-20 minutes depending on the class. It was given in a large group setting. The survey was read aloud to students. The Conversational Interview is made up of 14 questions in three sections:

three questions about motivational factors related to the reading of narrative text, three questions gathering information about informational reading, and eight questions related to general reading motivation. Gambrell et al. noted that teachers may deviate from the script of the interview in order to glean information that might otherwise be missed, as "the primary purpose of the conversational interview is to generate information that will provide authentic insights into students' reading experiences" (1996, p. 525). The conversational interviews were given on an individual basis and took between six and 18 minutes, depending on the student being interviewed.

Data Analysis

The MRP's Reading Survey provided data in two areas: self-concept as a reader and value of reading. The scores from the Reading Survey were looked at in the separate sections as well as together as a whole. The survey is able to be analyzed using a Likert scale assigning values of one to four, making the highest possible score value 80. The MRP includes scoring directions, which are included in Appendix A. The Conversational Interview piece of the MRP provides qualitative data about a student's motivation to read. These items provide insight into what motivates the student to engage in reading.

Data from both portions of the MRP are included in chapter four as comparative data. Commonalities and patterns in the data will be displayed in charts and graphs. All of the data was then compiled to answer the study question of: Are primary age students more or less motivated to read after read alouds and follow up activities are done with the library media specialist? The results based on the data collected, along with journaling about the process, may be found in chapter four of this project report.
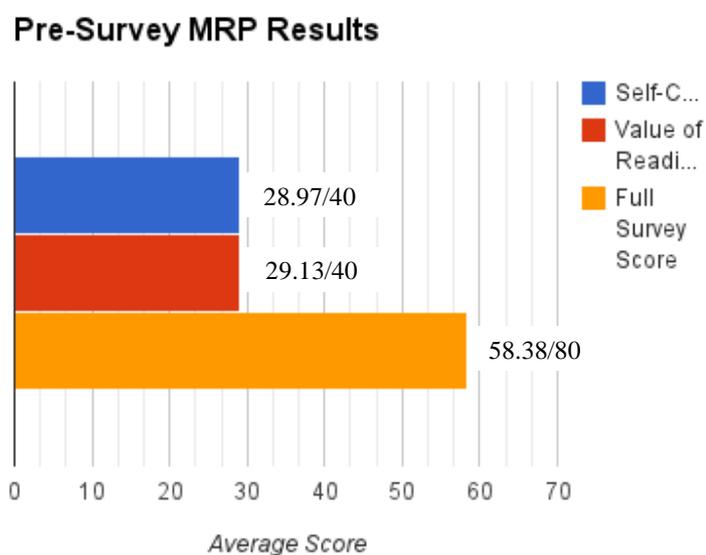
Chapter Four

Results and Discussion

The data presented in this chapter is in chronological order and begins with surveying the students prior to any read alouds. Results from the survey (pre and post) are presented, as well as portions of Conversational Interviews and journal entries. The data was then analyzed in order to help determine the relationship between read alouds and reading motivation in first and second grade students.

During our first half hour meeting in the library, students were administered the MRP reading survey. Students were seated at library tables and were instructed to fill out the survey as it was read to them, following the instructions of administering the MRP found in the Gambrell et al article (1996). Table 4.1 includes the results to the survey, which contained 20 multiple choice questions. Students responded to each question by checking the answer that filled in the rest of the given sentence, for example, "I am ____": a poor reader, an OK reader, a good reader, or a very good reader. In this example question, the Likert scale is used to assign a value of four to "a very good reader" and one to "a poor reader". The more desirable answer in this question is the self-reporting of the student as a skilled reader. Results are reported as averages from the two sections of the survey, as well as an overall full survey average. From this point forward, the question values will be referred to as *points*.

Table 4.1

Motivation to Read Pre-Survey Results

Pre-Survey MRP Results

■ Self-C...	
■ Value of Readi...	
■ Full Survey Score	

28.97/40

29.13/40

58.38/80

0   10   20   30   40   50   60   70

Average Score

Ten of the 20 questions on the MRP survey focus on the reader's self-concept of reading and ten focus on the value they place on reading. Based on the results from this survey, students rated themselves nearly equal in the areas of Self-Concept as a Reader (28.97 average score out of 40 possible points) and the Value of Reading (29.13 average score out of 40 possible points). Students who scored lower on one section of the survey also scored lower on the other portion of the survey. Scores correlated with one another in that if one score was high or low, so was the other high or low. In only three of the 105 pre-surveys completed was the difference between the Self-Concept as a Reader and Value of Reading more than ten points apart.

Table 4.2 further breaks down the range of pre-survey full scores found in the group of 105 students. This table proves useful in illustrating the confidence level of first and second graders in their self-perception as readers. Students who self-report with high survey scores are

more confident in their reading and place a higher value on the importance of reading than

students with lower survey scores.

Table 4.2

Motivation to Read Full Pre-Survey scores by range
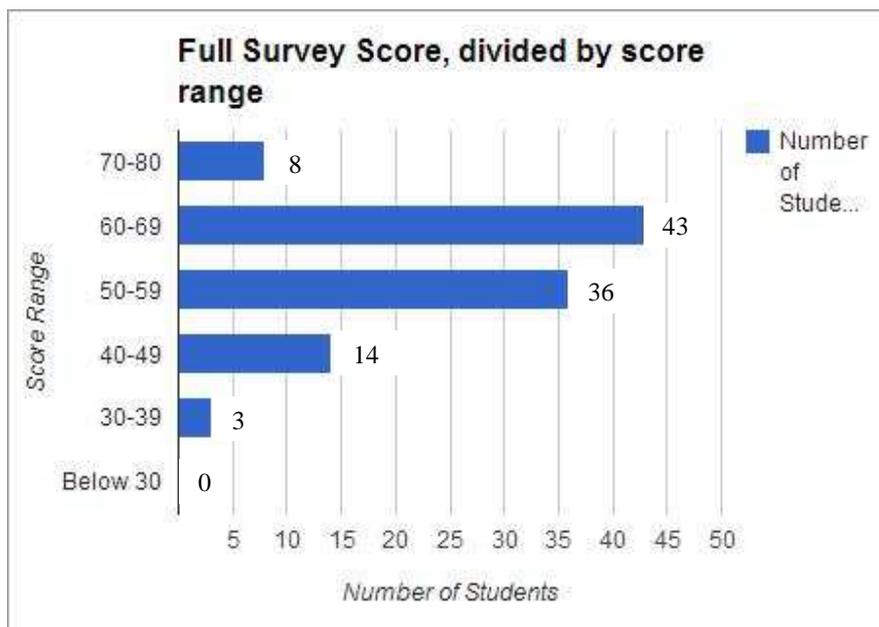
After conducting the pre-survey, students spent the remainder of the time listening to a

read aloud. On this first meeting, because of the pre-survey administration, there was not a

follow up activity. After the pre-survey, I asked classroom teachers for four students from their

class to participate in the Conversational Interviews. Each teacher selected two children who fell

in the middle to low range of Rigby scores and two children who fell in the middle to high range

of Rigby scores. On-grade-level Rigby scores in this School District for first grade are expected

to be level 7 or above in September at the start of first grade and progress to level 17-21 by the

end of the school year. The second grade Rigby reading level range runs from 17 at the

beginning of the school year to 23-26 for the end of the school year. The specific Rigby score was not collected for each student as an identifying factor. It was simply used as a means to generate a multi-reading level group of students from which to gather qualitative evidence. Twelve students were from first grade and eight were from second grade.

In the weeks following the pre-survey, I met with each of the 20 identified students individually to administer the Conversational Interview (found in Appendix A). The interviews were conducted at a desk or table in the hallway outside of the student's classroom. This desk or table is often used for pull outs from the classroom for various reasons so most students are comfortable there. The interviews ranged from six to 18 minutes. The time depended on the individual student and their willingness to talk about the questions being asked.

While I conducted the student interviews, I took notes of what they are saying but did not transcribe the interviews. In section A, which asks about narrative text, students were asked to tell about an interesting story or book they have recently read. All students were able to tell me about a book and recount why this story was interesting to them. Many students reported or conveyed positive emotions in relation to their narrative reading such as joy, pride, surprise, and curiosity. Through these interviews, I was able to ascertain that students in first and second grade greatly enjoy reading narrative texts.

In section B, students were asked about informational text. Five of the 12 first grade students struggled to think of an informational text they had read lately. Only one of the second grade students was unable to think of an example. The remaining 14 students interviewed were able to recall an informational text. Six of the 14 students found out about that informational text as a result of their teacher assigning it to them; the remaining eight told about a book they chose from the library during their weekly check out time. With the implementation of Common Core

State Standards in Wisconsin, I foresee the availability and incorporation of informational texts into the curriculum and therefore this would increase the amount of students who are able to recall informational text they have experienced recently.

Section C of the MRP Conversational Interview focuses on general reading questions. This portion of the interview was perceived by me to be much more comfortable for students to open up and talk about their reading likes and dislikes. Students were eager to share information about what types of books they prefer to read, books they have read recently, and books they are looking forward to reading. One question asks about how many books they have in their desk or backpack at the moment and when a student had a large number of books, they were very proud and wanted the number to impress me. They were also most excited to tell about those books that they had chosen themselves and were excited to read or had already read and loved. The last question in the interview asks students who gets them excited about books. Four of the 20 students reported that the library media specialist does, 16 of the students reported that the library media aide gets them excited (in this school building, the library media aide conducts book check out times), and 11 students reported their classroom teacher. These responses point toward the school having a strong library media program and teachers who encourage reading in the classroom. Only three students included their parents or other non-school personnel as the people who get them excited about books which may imply that a majority of students in first and second grade are not having positive experiences or family members who encourage their reading at home.

During the next five months after the pre-survey, students came with their intact classrooms to the Library Media Center for a thirty minute period once per week. The majority of the 105 study participants were in attendance each week. A standard amount of absence due to

sickness, family vacation, other pull outs, etc. was experienced. Each week a book was read aloud to the class by me, the library media specialist. The read aloud happened on a large carpet in the library with the library media specialist seated on a chair in front of the group. During the natural course of the read aloud, I asked questions of the students to check their understanding, clarify what was happening in the story line, ask them to make or predictions or inferences, etc. These questions and/or resulting discussions were spontaneous in nature.

After the reading of the story, students were engaged in a follow-up activity. The activity took place in the Library Media Center in an area with tables. Materials to complete the activity were provided by both the library and the students themselves as they brought art boxes which contained school supplies with them each week. Activities covered a range of projects, some of which included writing a poem, creating a mask, illustrating a wordless story, making hats, and creating robots. During this time, the library media specialist and classroom teacher walked around the library helping students with their project and engaging them in conversation about the book that was read. During these informal conversations, students often shared what they liked or disliked about a story, what they would change, how it related to other books they know of or more. The library media specialist and teacher did not take notes of what was said during this time but rather used it as a time to urge students to think about what they had heard and to explore the reasons why they personally connected (or did not connect) to the book.

During the second to last week of May, the MRP post-survey was administered to students. The administration of the post-survey allowed for comparison of student self-reporting on reading motivation, encompassed by both their self-concept as a reader and the value they place on reading. Before the post-survey was given, I was not sure what the results of the second MRP would be. The pre-survey scores were generally high, being more than 50% in self-concept

as a reader and in the value of reading, leading to a total survey average score of over 50% as well. Starting with a high percentage made me unsure of whether or not student perceptions of self would increase over a five month period. The MRP was identical to the pre-survey both in questions and administration of the survey. Table 4.3 illustrates the results of the post-survey.

Table 4.3

Motivation to Read Post-Survey Results
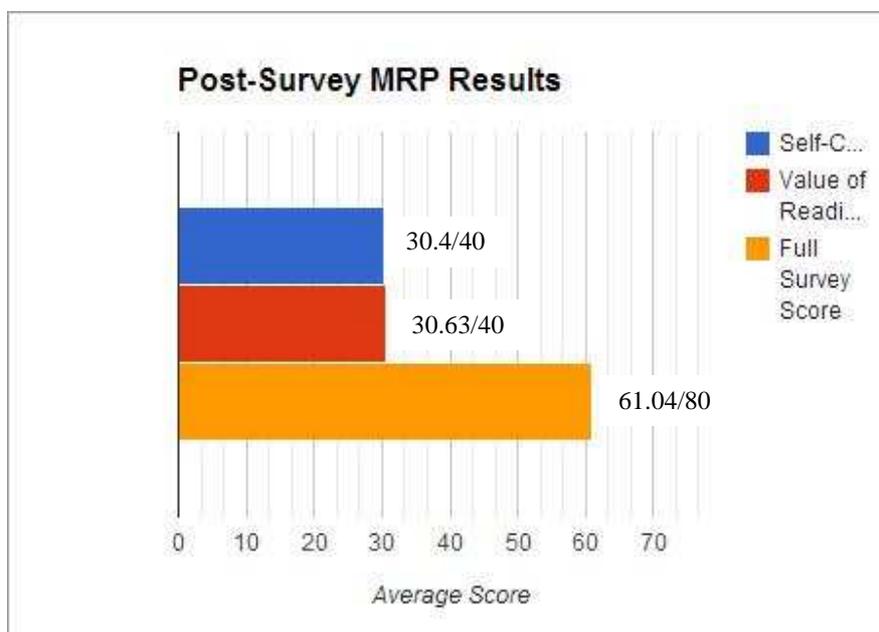
When comparing the data from the pre-survey to the post-survey, as illustrated in Table 4.4, all average scores went up, meaning that students are self-reporting as better readers and as having a higher value placed on reading. The average change in the self-concept as a reader portion of the MRP was +1.43. The average change in value of reading was +1.5, with the overall change of the MRP final score being +2.65.

A majority of students increased their final survey scores. Four students had the same final score in both the pre- and post-surveys. Each of those four students did report change in the

two portions of the survey however, for example gaining two points in self-concept as a reader but losing two points in value of reading, resulting in no change to their final score. Fourteen students' total scores went down from pre-survey to post-survey. Of these students, four of them had a decline of six or more points in their post-test score when compared to their pre-test score. These four outliers decrease the average change of the overall MRP score.

I gathered from these numbers that the overall attitude of first and second grade students towards themselves as readers and the value of reading had improved. Students were becoming more motivated to read through their exposure to read alouds in the Library Media Center. The results of the post-survey echo the informal conversations that happened during the activity time in the Library Media Center. As the five month period progressed, students were better able to converse about what elements of a book they liked, as well as share with their classmates their opinions about a read aloud. This showed in the results of the post-survey by an increase in scores.

Table 4.4

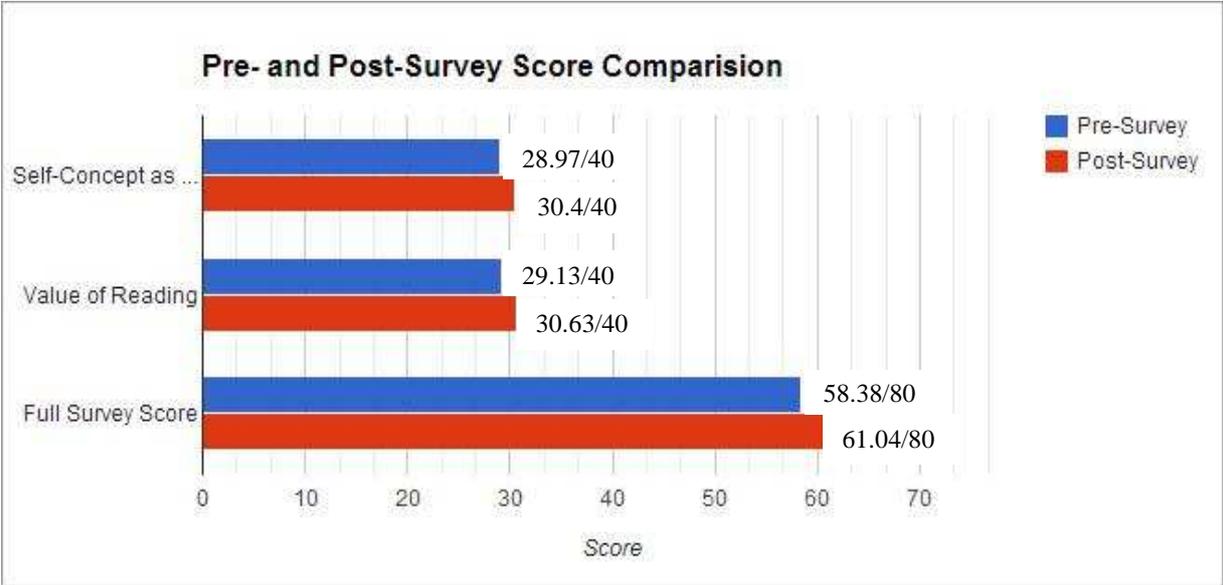MRP Survey: Pre- and Post-Survey Score Comparison

Table 4.5

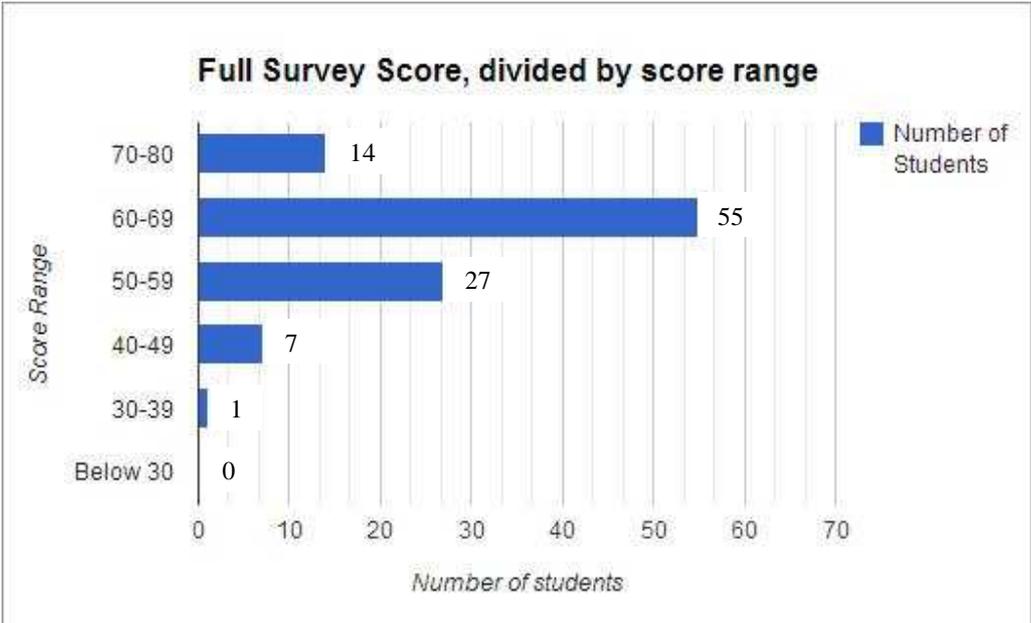Motivation to Read Full Post-Survey scores by range

Table 4.5 illustrates the number of students who scored in a particular range on the MRP.

Table 4.6 shows the comparison of the pre- and post-surveys, indicating that more students

scored in the higher ranges for the post-survey than the pre-survey. This follows suit with the

scoring displayed in Table 4.4. As individual student scores rise, so do the number of student

scoring in a higher range for the full survey score. It seems there is a positive correlation between

the increase in student scores on the MRP and overall student opinion of themselves as readers.

Students were gaining confidence in themselves as readers, as well as beginning to place added

value to their conception of reading. For example, students were reporting themselves as better

readers and seeing themselves as being more capable readers when faced with words they do not

know or answering questions about their reading when a teacher asks.

Table 4.6

Score Ranges: Pre- and Post-Survey Comparison
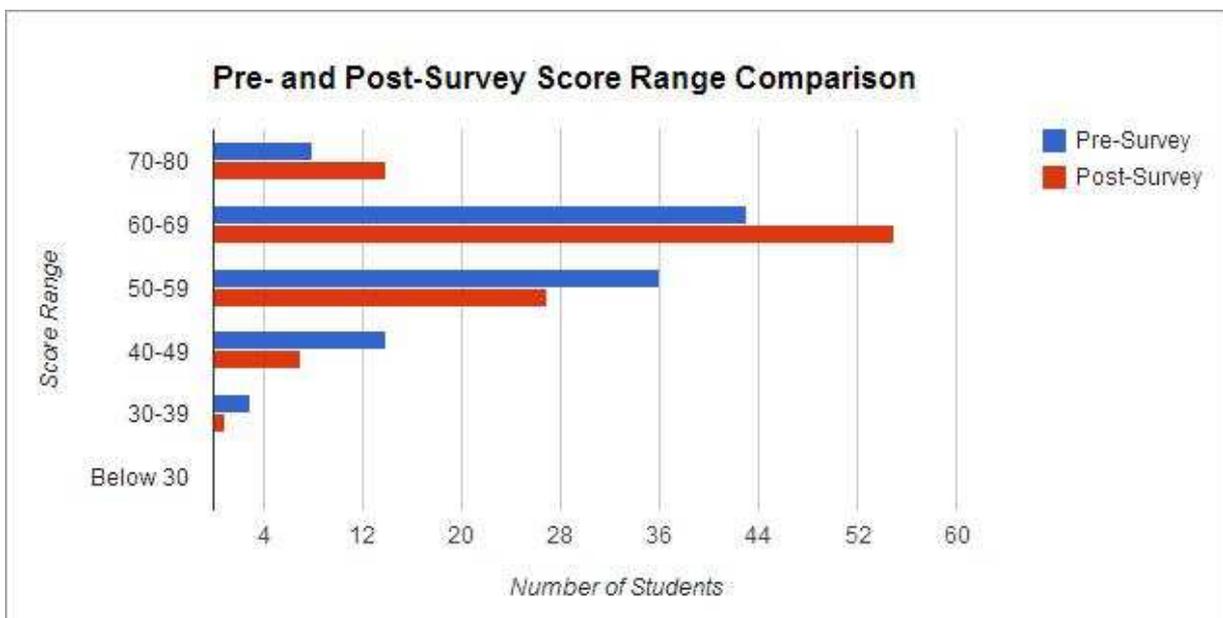
In the final two weeks of May, I met with the 20 individual students with whom I had Conversational Interviews previously. These students were again interviewed in the same manner and with an identical set of questions. Students answered the questions much the same as the first time in January. A notable difference occurred in section B, regarding Informational Text. In May, two of the 12 first grade students and one of the eight second grade students had trouble recalling an informational text they had recently read. After additional prompting from me, all students were able to call to mind a text and speak about it with me. This is an increase in the number of students who were able to speak about informational text and why it was important to them as a learner.

In section C, again students were excited to tell about their most recent reads and what they were interested in reading in the future. In response to the last question regarding who gets them interested in books, 13 of the 20 students reported the library media specialist, up from the original four who included the library media specialist in January. This showed me that through five months of read alouds, activities, and informal conversation about books, students came to trust my opinion and recommendations as well as value the service I can provide for them in relation to finding new books to read. In January, only three students included non-school people as recommending books to them. That increased to five students in May. This is a consistently low number reported through these interviews.

Research Analysis

Once the complete participant group of students successfully completed the five months of read alouds and follow up activities conducted by the library media specialist and took the MRP two times, as well as the smaller group of 20 students completed two conversational interviews, I fully analyzed the data and answered the major research question addressed in this

Capstone project. The answers were based on comparing the tables of data from both MRP surveys, the conversational interviews, and the informal observations during read aloud and their follow up activities.

The question addressed in this Capstone project was: How does reading aloud to primary school children influence their motivation to read? When comparing the data, the overall answer is reading aloud to primary aged children seems to have a positive correlation in regards to their motivation to read. The post-survey scores of the MRP indicate that students are on average self-reporting that they are better readers in May than they were in January and they also place more value on reading in May than they did in January. Survey results may also have been influenced by typical maturation experienced in beginning readers during the first and second grade years. Students make great gains in reading during these formative years and may have a drastically different reading level by the end of the school year. Based on the self-reporting of students, I concluded that first and second grade students are more motivated to read by the end of their school year, whether this was in part influenced by read alouds or due to history and maturation.

From the conversational interviews, I assumed that students were more involved with their reading by the end of the school year in May and were better able to articulate what they are feeling about reading. This may also carry over into the completion of the MRP post-survey, especially for first grade students. Perhaps they are better able to understand what is being asked of them and so they can give a more accurate answer on the survey as to how they feel about themselves and reading.

Student attitudes toward reading seemed to have improved throughout the five month period. This was determined by analyzing both the conversational interviews and the informal observations during the follow up activities after a read aloud. Students were progressing in their

abilities to speak about the read aloud they had just listened to. Students were conversing with both adults and other classmates about elements of the story in May that they would not have addressed in January. This also may have to do with their classroom curriculum and when particular elements of story and/or literature are addressed. Perhaps second grade classrooms studied cause and effect in March and therefore were able to discuss that in the library during April read alouds. The amount and manner of reading instruction in the classroom could have great impact on the attitudes and motivation of students in this study.

Summary

Throughout this Capstone project, I have gathered and analyzed data by conducting two MRP surveys, a small group of conversational interviews, and collecting informal observation data. Based on the analysis of all the data, I can now answer the overall case question for this Capstone project which was: How does reading aloud to primary school children influence their motivation to read? Based on the data I have gathered and analyzed, I concluded that reading aloud to primary school children positively correlates with their motivation to read. After comparing all of the data from the five month period of this project, students on average self-reported higher self-concept as readers and a higher value placed on reading. Students answered more positively in the conversational interviews in May than in January. Also, students spoke more openly about the books and their opinions about reading during the read aloud follow up activities. The overall motivation of primary school children to read may also have been affected by other outside factors, more than just the read alouds and activities conducted in this research, resulting in positive change for the majority of participants. The next chapter provides further insight and afterthoughts on this Capstone project and the conclusion I gathered.

Chapter Five

Recommendations and Conclusions

After completing this case study, I can now see as a library media specialist how much reading aloud to primary aged children positively correlates with their motivation to read. The case study was successful and it was not difficult to compare the data gathered in order to come to an overall answer to my case question.

If I were to do this study again, I would most likely incorporate additional questions in to the survey that directly address the topic of motivation such as, "Do you want to read?" and "How much do you want to read each day?" This would give me an additional way to directly survey student motivation rather than derive it from other questions which may or may not directly address a student's desire to read. Another way I could see more data to compare would be to do this over a longer period of time. Perhaps studying the same group of students over a period of two school years would give a better view of their reading motivation and what in particular motivates them to want to read. I might also change the Conversational Interview portion of the MRP to something that is shorter and more directly to the point of motivation. If the interview portion was shortened, I may also have the time to interview more students to gather a more complete view of the study population.

If this study were to be repeated, attaining a control group would allow for a quasi-experimental design in which you could compare the growth between a control group of students who proceed through the school year as normal and an experimental group which receives the read aloud and follow up activity instruction. A researcher could then draw stronger cause and effect conclusions than are able to be drawn in the present research.

A major portion of this case study that was uncontrollable by me was what happened in the classroom environment. Undoubtedly, a student's teacher can influence their feelings about reading. If a student is not benefiting from a teacher's classroom reading instruction or style of teaching, that student's motivation to read is going to falter. While my instruction in the library may combat that negative classroom experience, the MRP survey and information I have gathered has no way of indicating what exactly has increased or decreased a student's self-perception as a reader. In a future case study, I would either include the classroom teacher and the goings-on of that classroom or find an entirely different way to evaluate motivation to read.

In conclusion, an observation I have made throughout this process is: the library media specialist does influence a student's motivation to read in multiple ways: by modeling successful reading, by connecting books to readers through follow up activities, and by listening to readers when they want to discuss a book. The first and second grade students who participated in this case study were an excellent group to work with and one that I look forward to seeing in the library in coming years. Now that I know the results of this study and that students are positively motivated to read through read alouds, I plan to incorporate more read alouds whenever I can to ensure even more student success.

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Appendix A

Motivation to Read Profile

as found in

Gambrell, L. B., Palmer, B. M., Codling, R. M., & Mazzoni, S. A. (1996). Assessing motivation

to read. *The Reading Teacher*, 49(7), 518-533.

Teacher directions: MRP Reading Survey

Distribute copies of the Reading Survey. Ask students to write their names on the space provided.

Say:
   I am going to read some sentences to you. I want to know how you feel about your reading. There are no right or wrong answers. I really want to know how you honestly feel about reading.
   I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence I want you to think about the best answer for you. The second time I read the sentence I want you to fill in the space beside your best answer. Mark only one answer. Remember: Do not mark your answer until I tell you to. OK, let's begin.

Read the first sample item. Say:
Sample 1: I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the first sample again. Say:
This time as I read the sentence, mark the answer that is right for you. I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the second sample item. Say:
Sample 2: I am a (pause) boy, (pause) girl.

Say:
Now, get ready to mark your answer.
I am a (pause) boy, (pause) girl.

Read the remaining items in the same way (e.g., number ____, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answers while you repeat the entire item).

Teacher directions: MRP Conversational Interview

1. Duplicate the Conversational Interview so that you have a form for each child.

2. Choose in advance the section(s) or specific questions you want to ask from the Conversational Interview. Reviewing the information on students' Reading Surveys may provide information about additional questions that could be added to the interview.

3. Familiarize yourself with the basic questions provided in the interview prior to the interview session in order to establish a more conversational setting.

4. Select a quiet corner of the room and a calm period of the day for the interview.

5. Allow ample time for conducting the Conversational Interview.

6. Follow up on interesting comments and responses to gain a fuller understanding of students' reading experiences.

7. Record students' responses in as much detail as possible. If time and resources permit you may want to audiotape answers to A1 and B1 to be transcribed after the interview for more in-depth analysis.

8. Enjoy this special time with each student!

Motivation to Read Profile

Reading survey

Name_____   Date_____

Sample 1: I am in _____.
- ☐ Second grade ☐ Fifth grade
- ☐ Third grade   ☐ Sixth grade
- ☐ Fourth grade

Sample 2: I am a _____.
- ☐ boy
- ☐ girl

1. My friends think I am _____.
- ☐ a very good reader
- ☐ a good reader
- ☐ an OK reader
- ☐ a poor reader

2. Reading a book is something I like to do.
- ☐ Never
- ☐ Not very often
- ☐ Sometimes
- ☐ Often

3. I read _____.
- ☐ not as well as my friends
- ☐ about the same as my friends
- ☐ a little better than my friends
- ☐ a lot better than my friends

4. My best friends think reading is _____.
- ☐ really fun
- ☐ fun
- ☐ OK to do
- ☐ no fun at all

5. When I come to a word I don't know, I can _____.
- ☐ almost always figure it out
- ☐ sometimes figure it out
- ☐ almost never figure it out
- ☐ never figure it out

6. I tell my friends about good books I read.
- ☐ I never do this.
- ☐ I almost never do this.
- ☐ I do this some of the time.
- ☐ I do this a lot.

Motivation to Read Profile (cont'd.)

7. When I am reading by myself, I understand _____.
- ☐ almost everything I read
- ☐ some of what I read
- ☐ almost none of what I read
- ☐ none of what I read

8. People who read a lot are _____.
- ☐ very interesting
- ☐ interesting
- ☐ not very interesting
- ☐ boring

9. I am _____.
- ☐ a poor reader
- ☐ an OK reader
- ☐ a good reader
- ☐ a very good reader

10. I think libraries are _____.
- ☐ a great place to spend time
- ☐ an interesting place to spend time
- ☐ an OK place to spend time
- ☐ a boring place to spend time

11. I worry about what other kids think about my reading _____.
- ☐ every day
- ☐ almost every day
- ☐ once in a while
- ☐ never

12. Knowing how to read well is _____.
- ☐ not very important
- ☐ sort of important
- ☐ important
- ☐ very important

13. When my teacher asks me a question about what I have read, I _____.
- ☐ can never think of an answer
- ☐ have trouble thinking of an answer
- ☐ sometimes think of an answer
- ☐ always think of an answer

14. I think reading is _____.
- ☐ a boring way to spend time
- ☐ an OK way to spend time
- ☐ an interesting way to spend time
- ☐ a great way to spend time

Motivation to Read Profile (cont'd.)

15. Reading is _____.
☐ very easy for me
☐ kind of easy for me
☐ kind of hard for me
☐ very hard for me

16. When I grow up I will spend _____.
☐ none of my time reading
☐ very little of my time reading
☐ some of my time reading
☐ a lot of my time reading

17. When I am in a group talking about stories, I _____.
☐ almost never talk about my ideas
☐ sometimes talk about my ideas
☐ almost always talk about my ideas
☐ always talk about my ideas

18. I would like for my teacher to read books out loud to the class _____.
☐ every day
☐ almost every day
☐ once in a while
☐ never

19. When I read out loud I am a _____.
☐ poor reader
☐ OK reader
☐ good reader
☐ very good reader

20. When someone gives me a book for a present, I feel _____.
☐ very happy
☐ sort of happy
☐ sort of unhappy
☐ unhappy

Motivation to Read Profile

Conversational Interview

Name _____ Date _____

A. Emphasis: Narrative text

Suggested prompt (designed to engage student in a natural conversation): I have been reading a good book...I was talking with...about it last night. I enjoy talking about good stories and books that I've been reading. Today I'd like to hear about what you have been reading.

1. Tell me about the most interesting story or book you have read this week (or even last week). Take a few minutes to think about it. (Wait time.) Now, tell me about the book or story.

Probes: What else can you tell me? Is there anything else? _____
_____
_____
_____
_____
_____

2. How did you know or find out about this story? _____
_____

☐ assigned ☐ in school
☐ chosen ☐ out of school

3. Why was this story interesting to you? _____
_____
_____
_____

B. Emphasis: Informational text

Suggested prompt (designed to engage student in a natural conversation): Often we read to find out about something or to learn about something. We read for information. For example, I remember a student of mine...who read a lot of books about...to find out as much as he/she could about.... Now, I'd like to hear about some of the informational reading you have been doing.

1. Think about something important that you learned recently, not from your teacher and not from television, but from a book or some other reading material. What did you read about? (Wait time.) Tell me about what you learned.

Probes: What else could you tell me? Is there anything else? _____
_____
_____
_____

2. How did you know or find out about this book/article? _____
_____

☐ assigned ☐ in school
☐ chosen ☐ out of school

Motivation to Read Profile (cont'd.)

3. Why was this book (or article) important to you? _____
_____
_____
_____

C. Emphasis: General reading

1. Did you read anything at home yesterday? _____ What?
_____
_____

2. Do you have any books at school (in your desk/storage area/locker/book bag) today that you are reading? _____ Tell me about them.
_____
_____
_____

3. Tell me about your favorite author.
_____
_____
_____

4. What do you think you have to learn to be a better reader?
_____
_____
_____

5. Do you know about any books right now that you'd like to read? Tell me about them.
_____
_____
_____

6. How did you find out about these books?
_____
_____
_____

7. What are some things that get you really excited about reading books?
_____
_____

Tell me about...
_____
_____

8. Who gets you really interested and excited about reading books?
_____
_____

Tell me more about what they do.
_____
_____
_____

Scoring directions: MRP Reading Survey

The survey has 20 items based on a 4-point scale. The highest total score possible is 80 points. On some items the response options are ordered least positive to most positive (see item 2 below), with the least positive response option having a value of 1 point and the most positive option having a point value of 4. On other items, however, the response options are reversed (see item 1 below). In those cases it will be necessary to *recode* the response options. Items where recoding is required are starred on the scoring sheet.

Example: Here is how Maria completed items 1 and 2 on the Reading Survey.

1. My friends think I am _____.
   - ☐ a very good reader
   - ■ a good reader
   - ☐ an OK reader
   - ☐ a poor reader

2. Reading a book is something I like to do.
   - ☐ Never
   - ☐ Not very often
   - ☐ Sometimes
   - ■ Often

To score item 1 it is first necessary to recode the response options so that
> a poor reader equals 1 point,
> an OK reader equals 2 points,
> a good reader equals 3 points, and
> a very good reader equals 4 points.

Since Maria answered that she is a *good reader* the point value for that item, 3, is entered on the first line of the Self-Concept column on the scoring sheet. See below.

The response options for item 2 are ordered least positive (1 point) to most positive (4 points), so scoring item 2 is easy. Simply enter the point value associated with Maria's response. Because Maria selected the fourth option, a 4 is entered for item 2 under the Value of Reading column on the scoring sheet. See below.

Scoring sheet

Self-Concept as a Reader	Value of Reading
*recode 1. 3	2. 4

To calculate the Self-Concept raw score and Value raw score add all student responses in the respective column. The Full Survey raw score is obtained by combining the column raw scores. To convert the raw scores to percentage scores, divide student raw scores by the total possible score (40 for each subscale, 80 for the full survey).

MRP Reading Survey scoring sheet

Student name _____

Grade _____ Teacher _____

Administration date _____

Recoding scale

1 = 4
2 = 3
3 = 2
4 = 1

Self-Concept as a Reader   **Value of Reading**

*recode   1._____   2._____
            3._____   *recode   4._____
*recode   5._____   6._____
*recode   7._____   *recode   8._____
            9._____   *recode   10._____
*recode 11._____   12._____
         13._____   14._____
*recode 15._____   16._____
         17._____   *recode 18._____
         19._____   *recode 20._____

SC raw score: _____ /40   **V raw score:** _____ /40

Full survey raw score (Self-Concept & Value): _____ /80

Percentage scores   Self-Concept   [ ]

                               Value   [ ]

                               Full Survey   [ ]

Comments: _____
_____
_____